

Name _____ Date _____ Teacher _____

Third Grade Module 7: Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

Module 7: Mid-Module Assessment						
Question	Domain			Standards		
	Operations and Algebraic Thinking	Measurement and Data	Geometry	3.OA.8	3.MD.8	3.G.1
1			1 2 3 4			X
2			1 2 3 4			X
3		1 2 3 4			X	
4	1 2 3 4			X		
5		1 2 3 4			X	
6		1 2 3 4			X	

Domain Score	Operations and Algebraic Thinking		Measurement and Data		Geometry	
Total Points						
Level	4	4 pts.	4	11-12 pts.	4	7-8 pts.
	3	3 pts.	3	8-10 pts.	3	5-6 pts.
	2	2 pts.	2	5-7 pts.	2	3-4 pts.
	1	1 pt.	1	3-4 pts.	1	2 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Third Grade Module 7: Mid-Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–C) Clusters and Standards Addressed	
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations].)
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
Reason with shapes and their attributes.	
3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.